

# Alphabet House Day Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	309211
<b>Inspection date</b>	01/04/2009
<b>Inspector</b>	Lesley Sharples
<b>Setting address</b>	444 Fleetwood Road, Fleetwood, Lancashire, FY7 8AT
<b>Telephone number</b>	01253 878600
<b>Email</b>	
<b>Type of setting</b>	Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

## Description of the setting

Alphabet House Day Nursery has been registered since March 1992 and since 1996 under the present owner, who is the registered individual. It is situated in a residential area of Fleetwood close to Primary Schools, nearby park, library and is the satellite day care provider for West View Children's Centre. The setting is registered on the Early Years Register for a maximum total of 42 children under 5 years. Currently there are 72 children on roll and the setting supports children with learning disabilities and difficulties.

Facilities for children are set within a detached property. The ground floor consists of the baby and toddler unit with their own sleeping, changing and toilet facilities. Upstairs is the pre-school unit with their own facilities. A kitchen, staff room and office are also upstairs. There is an enclosed play area to the rear of the premises.

There is a staff team of 14 all of whom are qualified or trained. The manager has completed the Early Years Childcare Development degree and has achieved Early Years Professional status. Membership of the National Day Nurseries Association and Pre-school Learning Alliance is retained. Advice, support and training is gained from the local authority.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are very happy and are making good progress in their learning and development. Staff ably support them by valuing and providing for their individual needs, although monitoring of achievements is not yet developed. Management is strong and continuous professional development is significantly reflected in the high level provision for children. This is achieved within a vibrant, warm and inclusive environment where targeted improvements are identified to enhance positive learning opportunities. The welfare of children is fully met with the exception of how meals are served. Exemplary partnership with parents underpins the practice where children thrive.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- review practice when serving hot meals so that possible hazards are minimised
- increase opportunities to explore textures, shapes and sizes for self discovery play with natural items
- develop the systems for monitoring children's progress so that all six areas of learning are covered equally

## **The leadership and management of the early years provision**

Children fully benefit from strong leadership and a very well qualified staff team. The manager has completed a child care degree and has attained Early Years Professional status. Continuing professional development features largely in supporting staff in their work, alongside recognition for their achievements, through reward systems. Many staff have worked together for many years, thus providing consistency and a balance of experience. There is a clear vision for the ongoing development of the setting through the use of development plans with timescales, for example, for the outdoor area and completion of quality indicator audits for certain areas, such as early reading. Improvements recommended at the last inspection have been fully implemented which means documentation is improved and there is more print within the environment. Documentation is very well organised and stored to allow ease of access, while maintaining confidentiality. Policies have been updated to reflect changes to regulations and all staff and parents have copies.

Children are safeguarded because staff understand requirements for reporting any child protection concerns. Training needs are identified and acted upon so that knowledge and awareness is updated. Correct procedures are implemented when required, such as for serious illnesses, so that children are protected and parents informed and advised correctly. Risk assessments are completed as required and are thorough to keep children safe within their environment and on outings. However, due attention is not given when serving hot meals.

Outstanding practice in partnership working with parents means that children's individual needs are fully met through the two-way flow of information and strong links with their child's key person. Home visits have been introduced, so that information is given and discussed about the setting and gathered from parents and carers about their children, including their starting points. This, alongside actively seeking and valuing parents' views, contributes to improvements as they see them. For example, adding a rail at child height on the stairs. Links with others delivering the Early Years Foundation Stage are established well with the local schools, staff visit with children and the school provides uniforms for the role play area for children to try on. This provides an effective approach for each child's transition into school.

## **The quality and standards of the early years provision**

The learning environment is vibrant, welcoming, warm and well organised. This allows children freedom of movement and independent access to a wide range of resources providing experiences in all six areas of learning. They are happy and fully engaged in their chosen activities, talking with excitement about what they are doing. For example, children know the new pet hamster is a girl and that she likes raisins to eat. They are confident and enjoy secure attachments with the staff, giving them a true sense of belonging. Children make good progress in all areas of learning through effective individual observation and assessment, which in turn informs planning for their next steps. Children with additional needs are

supported well, by working with others and the parents. Staff use the Early Years Foundation Stage guidance well, however, the monitoring of achievements to ensure all areas are covered equally is not fully developed. Children's individual records of their learning journeys are informative and many photographs illustrate children's achievements.

Children enjoy a balance of both adult-led and child-initiated play, indoors and outside. Their environment is rich with reference to number, letter, colour and shape and reflects their creativity in displays. Older children are competent in computer skills and using the mouse, whilst younger children use programmable toys, buttons, levers and switches, all of which promotes skills for their future economic well-being. Creativity is valued through different media and materials, such as three dimensional modelling, water painting and jelly cubes. There are many different types of treasure baskets to facilitate exploration of a wealth of different textures but none with natural items, especially for babies. Children's learning environment is expanded by the frequent outings and trips they make within their local and wider community. They each have a library ticket, visit child centred play areas and have increased opportunities for physical development using appropriate equipment in the local park. Staff support learning by effective use of questioning, such as when playing a game recognising differences or the same match. Children competently describe people they have made from malleable materials and recognise the letter 'A' shape relating it to 'apple'. Staff readily praise children, contributing to their developing self-esteem.

Children learn to keep themselves safe through learning about road safety and wearing reflective jackets when off the premises. They behave extremely well, sharing and taking turns and staff use manners themselves, giving good examples for children to emulate. Children enjoy healthy snacks, choosing when they wish to have them in the café-style area. Meals are freshly prepared by the cook and children have good appetites. Menus reflect plenty of fruit and vegetables as part of their daily diet and carrot sticks are thoroughly enjoyed at tea-time. Drinking water is easily accessible to children at all times within their own labelled bottles or feeder cups. Daily opportunities for fresh air and exercise in all weathers, keeps children healthy. Competence in managing their self-care skills includes cleaning their teeth after lunch, so they learn about looking after themselves.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.